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## Test Data....Now What?

*"One of education's best kept secrets is that kids learn what we teach them." –Larry Lezotte*

What a demanding and opportune time to be an educator!! We principals understand clearly that PL 221 and No Child Left Behind dictate that achievement by ALL students is mandatory. So, the question then becomes..... ..after the data arrives, what do we do next to raise test scores?

### TEST SCORES AND TEAMWORK

In the MSD of Warren Township in Indianapolis, we have approached improvement by understanding Dr. Lezotte's above quote! Our entire district has focused our attention on WHAT we teach by aligning our written, taught, and tested curriculum to the Indiana Academic Standards.

How do you do that? First, we gathered and examined research, and we interacted with data experts Doug Reeves and Victoria Bernhardt. Our superintendent, Dr. Peggy Hinckley, gave all principals Michael Fullan's book, Leading in a Culture of Change (2001, Jossey-Bass). We talked to those whose schools had shown marked improvement. And, finally, we adopted the "Brazosport Model" of accountability (first detailed in Mike Schmoker's book, The Results Fieldbook (ASCD, 2001).

What is the Brazosport Model? In Brazosport, Texas during the 1991-1992 school year, over half the schools in the district were classified by the state as low-performing. During the 1997-98 year, all 18 schools achieved "recognized" or "exemplary" status from the state using results from the Texas version of our ISTEP+ test.



Sheri A. Patterson

### This is the 8-Step Process that was developed and used in Brazosport:

1. Test Score Disaggregation
2. Time Line Development
3. Instructional Focus
4. Assessment
5. Tutorials
6. Enrichment
7. Maintenance
8. Monitoring

### HOW DID WARREN TOWNSHIP USE THIS MODEL?

- In September, 2001, Dr. Pat Davenport (former Brazosport Assistant Superintendent) gave a presentation to all Warren administrators.

*(continued on page 4)*



**Eric Jensen**  
***Teaching with  
the Brain in Mind***

**April 16, 2003**  
**from 8:00 AM to 4:00 PM**  
**at the Sheraton Indianapolis Hotel and Suites**  
**Keystone at the Crossing**

**This is an RSVP event. Please complete the registration form below and return it with a check or P.O. made out to the IPLA Alumni Association.**

**RSVP by April 1, 2003**

Name \_\_\_\_\_ IPLA Group Number \_\_\_\_\_

First Name for Name Tag \_\_\_\_\_ Position \_\_\_\_\_

Corporation Name \_\_\_\_\_ Corporation No. \_\_\_\_\_

Corporation Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Name \_\_\_\_\_ School No. \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Your fee of \$50.00 will cover your registration and cost of food at breaks. Hotel and lunch costs will be the participant's responsibility.

**Make checks payable to IPLA Alumni Association, Inc.**

**Mail registration form to:**  
**IPLA Attn: Krista Rigdon**  
**Room 229, State House, Indianapolis, IN 46204**  
**Phone (317) 232-9004**

Please check method of payment.

☐ Check # \_\_\_\_\_

☐ PO # \_\_\_\_\_



# PBS Show Highlights Principal

*Documentary looks at Don Setterlof's influence in inspiring students to succeed*

**By Beth Douglass Silcox**

Correspondent  
Indianapolis Star

Early in October, an East Coast documentary crew powered up its television cameras at Cherry Tree Elementary.

Cherry tree is one of 12 schools throughout the nation featured in a PBS documentary about the effect of elementary school principals on student success.

The six-part documentary slated for telecast in spring of 2003 on the PBS "You" satellite network, illustrates a recently published set of standards, "What Principals Should Know and be Able To Do."

The National Association of Elementary School Principals determined the standards, and Cerebellum Corporation produced the documentary, in association with Collaborative Communications.

"Our vision here is to show a cross section of schools across America and how principals exemplify the standards," Cerebellum Producer Camille Curry said of her job documenting the association's six standards for elementary school principals.

While the documentary showcases Principal Don Setterlof's focus on student achievement as it relates to content and instruction at Cherry Tree, Curry said, "Don's school exemplifies every standard."

"We're showing the school as a whole, interviewing students, teachers, parents, and the principal," Curry said. "It's a community, and you need to show that."

Setterlof says he's the "chief learning officer" of Cherry Tree's "learning community" made up of parents, teachers, and administrative leaders.

"It's shared leadership... We all have the same central focus, (and) that's the students," Setterlof said.

"My role has changed drastically over the last four or five years. As principals, we can no longer

be just administrators and managers. We must be leaders in improving student achievement."

This way of thinking put Setterlof and his school in front of the cameras.

"It matters little whether a school is rich or poor, large or small, urban or rural," said Janice

## **What Principals Should Know, Be Able to Do**

- Balance management and leadership roles
- Set high expectations and standards
- Demand content and instruction that ensure student achievement
- Create a culture of adult learning
- Use multiple sources of data as diagnostic tools
- Actively engage the community

*Source: National Association of Elementary School Principals*

Huey, project consultant with Collaborative Communications. "Some (schools) exemplify really creative ways of making the standards work..."

Cherry Tree is an example. Its "school with in a school," as Setterlof calls it, lets parents choose how to best educate their children.

Creative, unusual, and effective sum up the 10-year-old 21<sup>st</sup> Century School. Running concurrent with traditional elementary school programs, the 21<sup>st</sup> Century School meets academic standards by teaching multiple-age student groups using thematic units and nontraditional student assessment portfolios, rather than report cards.

Cherry Tree's starring role isn't based solely on two successful schools operating inside one

building. It goes much deeper.

Setterlof fostered a culture of shared responsibility for student achievement within Cherry Tree's entire learning community and established methods and opportunities for collaboration.

The Curriculum Council watches academic standards, then aligns the school's curriculum accordingly. Teachers from each grade level, in both the traditional and 21<sup>st</sup> Century schools, work together to ensure cherry Tree students engage in active learning.

The council also gives "teachers the opportunity to reflect on their own instruction and share it with other teachers," Setterlof said, noting that in many ways, teaching has been a solitary profession. "The council has broken that barrier... it helps us focus on why we're here."

Another way Setterlof increased collaboration included rethinking parent-teacher conferences by including the student. Now, students not only get a say in their own educational plan, but also learn exactly what's expected of them.

That concept struck a chord with the documentary crew. Huey said, "The more you put it in front of the kids, it's easier for them to tie it to their lives."

Setterlof sets high expectations for students, teachers, and himself. Curry and Huey set high goals too.

They, along with the association, want to instigate change in America's schools with this documentary series. Breathing life into Setterlof's attitudes and programs on television moves them steps closer to their goal.

Meanwhile, Setterlof and his staff put these attitudes and programs to work, moving Cherry Tree students closer to success with each passing day.

*The airing date for this program still has not been released. Place check the IPLA web site for more information in late spring.*



continued on page 1

## SUMMARY

“Administration 101” tells us that we cannot shoehorn one school program into another school and make it successful. However, good solid concepts can be used in any school as we look at test data:

### PLAN

- Together, people in a school must examine available test data.
- Together, people must review research and successful change projects already in place.

### DO

- Together, people in a school must focus on the what and how of instruction. (An Instructional Calendar aligns what is taught with the Academic Standards.)

### CHECK

- Together, teachers must review student progress. (ISTEP scores, as well as our three-week assessments)

### ACT

- Based on assessment results, teachers will provide tutorials for struggling students, and may adjust their teaching calendar to help students who need additional instruction.

- In 2002, three schools were chosen for full training of the Brazosport model
- Beginning January, 2002, all middle school language arts teachers began teaching the Academic Standards from an Instructional Calendar (created by Associate Superintendent Dr. Jeff Swensson). It was divided into three-week teaching segments. At the end of each 3-week period, the students were given short multiple choice assessments testing the Standards taught. (Teachers scrambled to create those assessments, then to share those with their grade level colleagues.) They did a great job!

- At the same time, middle school math colleagues were creating a math Instructional Calendar, and the three-week assessments were written during the summer.

- For the 2002-2003 school year, language arts department chairs revised the Instructional Calendar based on teacher feedback. In addition, a paid consultant wrote assessments which tested each Indicator of the Academic Standards. Throughout 2002-2003, all middle school language arts and math teachers aligned their teaching with the written/taught/tested curriculum by using their Instructional Calendars and three-week assessments. Results of those are shared at each monthly school board meeting.

But, what about the test data? This is where the teamwork emerged. A gifted computer coordinator, Tonya Martin, wrote a computer program at Raymond Park Middle School using Access. The program allowed for ISTEP and CTBS scores to be entered, then to be pulled out into many different reports for teacher teams to use. She has done the same thing with the three-week assessments, so that teachers can see and discuss student progress.

Test results are shared with teachers at the next lowest grade. Also, teachers are using the “Test Talk” method to help students understand their own strengths and needs based on ISTEP. This year, students began to keep their own graphs

of progress on the three-week assessments in notebooks which are then used during parent conferences.

In addition, after discussion about test data, teachers on middle school teams are teaching the Academic Standards of math and language arts across content areas. Also, teachers are creating regular classroom tests to mirror the ISTEP format to give students extra practice with ISTEP.

Additional information is available from the following sources:

1. American Productivity and Quality Center (Brazosport mtrl.) Education Initiative  
Houston, Texas  
800-776-9676  
[www.apqc.org](http://www.apqc.org)
2. The Results Fieldbook, Mike Schmoker  
2001, Association for Supervision and Curriculum Development
3. Accountability in Action, Douglas B. Reeves  
2000, Advanced Learning Centers
4. Data Analysis, Victoria L. Bernhardt  
1998, Eye on Education
5. Dr. Jeff Swensson  
Associate Superintendent, MSD of Warren Twp. Schools  
317-532-6103

### AUTHOR

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## BOOKS FOR LEADERS

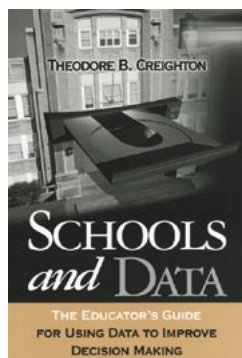
### Schools and Data

By Theodore B. Creighton

Data-driven decision-making is a hallmark of good instructional leadership. But most educators shy away from statistical results, often creating instructional policy based on intuition. Theodore B. Creighton wrote *Schools and Data* to help educators stop “leading from the hip.” Principals and teachers can now learn to maneuver through the myriad of statistical data to help create goals and strategies for change and improvement based on solid findings.

Key areas of exploration include:

- The role of statistics in the lives of principals and teachers
- An overview of data with real-life examples
- Step-by-step procedures for collecting and organizing data
- Statistical methods for interpreting data
- Spotting and understanding relationships
- Both SPSS and GB-STAT software procedures



### At Your Fingertips: Using Everyday Data to Improve Schools

By Karen Levesque, Kristi Rossi, Denise Bradby, and Peter Teitelbaum

“Schools that have autonomy to make decisions and have a clear mission tend to be more effective institutions than those that don’t. But, until now, school leaders have not had a useful tool to systematically consider key data in their decision making. *At Your Fingertips* demonstrates that data can be much more than numbers or statistics in a database.”

—Paul Hill, Professor, University of Washington

“*At Your Fingertips* looks like a wonderful resource for any school to have. In an age of accountability, it offers wonderful tips on procedures to follow and to make sure you include all of the audiences that need to be a part of the process.”

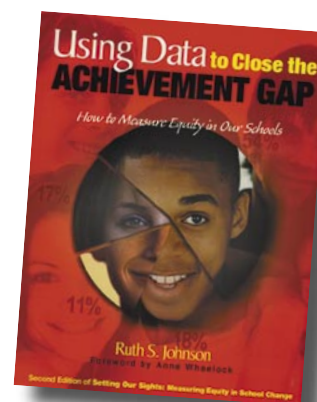
—Thomas A. Fitzgerald, Lower School Principal, Colorado Academy

### Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools

By Ruth S. Johnson and Anne Wheelock

Included in this book are excellent ideas on the achievement gap. Chapters include the following:

- Setting Our Sights on Student Achievement
- The Achievement Gap: Framing Our Minds to Set Our Sights
- Building Dissatisfaction and Killing the Myths: Examining Data as a First Step Toward Motivating Reform
- Data in the Reform Process: How and Why
- Building Leadership and Data Teams
- Inquiring About Equity
- Talking About Data
- Examining Outcomes
- Assessing Policies and Practices
- Listening to Student and Parent Voices
- Evaluating Programs and Interventions
- Using School Indicators to Answer Critical Questions
- Will We Know It When We See It? Visioning, Planning, and Implementation
- Resources for Equitable School Reform



QUOTE CORNER

“The limits of the possible can only be defined by going beyond them into the impossible.”

Arthur C. Clarke

# Enroll Now!

## For IPLA Group 40

**T**he Indiana Principal Leadership Academy is a nationally recognized model for professional development for public school leaders. Principals who have demonstrated a potential for professional self-growth are identified and selected to be a part of the Academy. They develop that potential through an intensive two-year program involving 18 days of in-service. IPLA's emphasis is on both process and content. Facilitators/trainers at IPLA are existing school administrators who continue to strengthen the leadership skills of participants through exposure to in-depth application of such administration themes as teaching and learning, climate and culture, leadership and managing for continuous improvement, and communication. The use of practitioners has proven to be very successful in continuing professional development for Indiana principals.

**18 Days of  
Professional  
Development is  
ONLY \$110.00!**

### Application Due by **May 30, 2003**

#### To Apply:

- 1) Go to the IPLA website at [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla) and choose Application from the left-hand side menu.
- 2) Complete the application and two letters of recommendation.
- 3) Your superintendent will be contacted for approval.
- 4) Upon admittance, submit \$110.00 fee.

**Title IIA monies can be used to support Academy participation.**

### Group 40 Calendar

June 16, 2003

June 17, 2003

June 18, 2003

November 12, 2003

November 13, 2003

February 11, 2004

February 12, 2004

April 27, 2004

April 28, 2004

June 22, 2004

June 23, 2004

November 17, 2004

November 18, 2004

February 16, 2005

February 17, 2005

April 18, 2005

April 19, 2005

April 20, 2005



## Blue Ribbon Design Team

In its first decade of service, Indiana Principal Leadership Academy received national recognition as a model of excellence for its work in the professional development of school principals. As the Academy entered into its second decade of service in the late 1990's, the IPLA staff made a strong commitment to ensure that the Academy curriculum and its programs continued to grow and develop in ways that reflected the ever changing demands and increasingly complex issues confronting school principals.

The Indiana Principal Leadership Academy has always had a strong tradition of involving stakeholders who share a vested interest in quality education to assist in the long-range planning. This rich legacy of future focused-planning enables the Academy to remain at the cutting edge of training practices and leadership issues.

In September 1998, the IPLA staff once again called on its stakeholders to provide direction for the Academy in the future. Stakeholders and IPLA staff met in the Fall of 1998 and were challenged to anticipate and describe how schools of the future would be organized, to predict what and how curriculum will be taught, how learning will be assessed, and how the changing needs of students will be addressed.

This discussion and analysis of how schools may be defined in the future led participants to consider what kinds of skills will be required of those who lead schools of the future. This group that convened in 1998 became the **Blue Ribbon Design Team** and was seen as a resource, a point of reference for the next steps of the planning process for IPLA.

The Blue Ribbon Design Team worked with IPLA's higher education partners at Indiana State University to create data and analyze research on the principalship. Based on the research, the rich heritage of IPLA, the challenging present of school leadership, and the future of schools, the Blue Ribbon Design Team created goals and objectives for the Academy. The following are the goals developed by this initiative by September 1999. These goals continue to drive the improvement process for the Academy.



### GOAL #1

IPLA will develop a system of on-going assessment that leads to potential refocusing of programs and curriculum.

### GOAL #2

IPLA will lead principals in building a culture of achievement in a school community.

### GOAL #3

IPLA will provide opportunities for principals to infuse their professional knowledge of best practices with process skills to achieve a mix between theory and practice.

### GOAL #4

IPLA will provide leadership, which requires a shared system-wide vision and team approach to successful practices (systemic change).

### GOAL #5

IPLA will assist principals in acquiring skills and knowledge to interact with the school community to elevate the influences of the principalship.

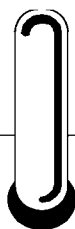


**Indiana Principal  
Leadership Academy**

Room 229, State House  
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**Feb. 12-13** Group 37, 38, 39 IPLA Sessions  
Sheraton – Keystone at the Crossing – Indianapolis

**April 16-17** Group 37, 38, 39 IPLA Sessions  
Sheraton – Keystone at the Crossing – Indianapolis

**April 18** IPLA Group 37/38 Graduation  
Sheraton – Keystone at the Crossing – Indianapolis

**May 2** Last day to submit Aspiring Principal Applications

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